

# *Social Studies in the Elementary School*

*SSE 3312- Spring 2011*



*\* The instructor reserves the right to revise the syllabus as needed at any time!*

**Department:** School of Teaching, Learning & Leadership  
**Program:** Elementary Education  
**Course Credit:** 3 hours  
**Instructor:** Lee-Anne T. Spalding  
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**Office:** Education Complex 322B  
**Office Hours:** By appointment: Tuesday 10:00-1:30; Wednesday 1:30-2:00; Thursday 1:30-3:00 (Virtual office hours as needed)

## **Course description and goals:**

The purpose of this course is to expose students to experiential based social studies education. My hope is that you will leave this class with a broadened definition of social studies education. The challenge will be to move beyond textbook driven curriculum and begin to develop a responsive approach to teaching social studies. We will examine the concept of the classroom being a microcosm of society and how this benefits social studies education. You will also be exposed to children's literature that helps build schema for social studies learning and activities that help build classroom community. We will also study and discuss how the culture of the classroom dramatically affects classroom behavior. Reading strategies that are essential in content area reading along with the tools that are helpful to students as they navigate through nonfiction and social studies fictional text will be discussed at length.

## **Course Objectives:**

Objectives meet the standards established for the following:

FEAP Florida Educator Accomplished Practices  
PEC Professional Education Competencies  
FSAC Florida Subject Area Competencies: EE = Elementary K-6  
ACEI Association for Childhood Education International  
ESOL English for Speakers of Other Languages

Following completion of the course students will have the ability to:

1. define social studies and describe Florida Sunshine State Social Studies Standards and national standards projects appropriate to the elementary school curriculum;  
(FEAP/PEC 8; FSAC-EE 13, 14, 15, 16, 17; ACEI 2.4)
2. understand the key concepts and generalizations in history, geography, civics, and economics appropriate for teaching elementary social studies.;  
(FEAP/PEC 8; FSAC-EE 13, 14, 15, 16, 17; ACEI 2.4)
3. apply a variety of instructional strategies for the teaching of elementary social studies to diverse learners;  
(ACEI 2.4, 3.2; ESOL 6, 12, 15)
4. display competencies in creating multicultural and democratic classrooms necessary for developing effective citizenry;  
(FEAP/PEC 9; ESOL 18)

5. organize and lead small and large group discussions that promote the social, moral, and emotional development of students as decision-makers;  
(FEAP/PEC 9)
6. use the various tools (maps, primary and secondary sources, etc) and technologies for organizing, analyzing, interpreting, and presenting social studies information;  
(ACEI 2.4; ESOL 6, 12, 17)
7. use a variety of formative, summative, and self-reflective assessment techniques in planning and evaluating elementary social studies instruction;  
(FEAP/PEC 1; ACEI 4; ESOL 14, 20)
6. use content material, concepts, vocabulary, and terminology appropriate for social studies;  
(FEAP/PEC 8; ACEI 2.4)
7. utilize appropriate and creative use of instructional technology, media, and materials as tools to enhance student learning as well as select, evaluate, and use educational software for social studies;  
(ACEI 2.4; ESOL 6, 7, 12, 17)
8. prepare integrated model lesson plans that are standards-based, creative, developmentally appropriate, able to encourage students to be adaptable, flexible, and resourceful, and have modifications for English language learners at various level of English proficiency;  
(FEAP/PEC 10; ACEI 2.4; ESOL 6, 7, 12, 14, 16)
9. discuss the impact of diversity, including differences due to culture, ethnicity, native language, socioeconomic status, gender, and exceptionalities;  
(ACEI 2.4, 3.2; ESOL 2)
10. incorporate a global perspective into educational practice and thought; and explore the importance of civic education for a free, democratic society.  
(ACEI 2.4, 3.2)

\* For more information about your TESOL Notebook and ESOL Performance Profile (EPP) please go to: <http://education.ucf.edu/stll/esol.cfm> and <http://connect.rc.ucf.edu/p97824934/>

## **Required Text and Reading**

### **Required Text:**

Custom version of following text created by L. Spalding: Chapin, June R. (2009). Elementary Social Studies: A Practical Guide. Upper Saddle River, NJ: Pearson

### **Optional/Supplemental:**

\* Obenchain, K.M. & Morris, R.V. (2003) 50 Social Studies Strategies for K-8 Classrooms. Upper Saddle River, NJ: Pearson

\* Guinn, C. & Simmons, K. (2003). Bags, Boxes, Buttons, and Beyond with the Bag Ladies. Gainesville, FL: Maupin House

[www.maupinhouse.com](http://www.maupinhouse.com)

\* Dodge, J. (2009). 25 Quick Formative Assessments for a Differentiated Classroom. Scholastic, U. S. A.

<http://www2.scholastic.com/browse/search?query=25%20Quick%20Formative%20Assessment>

*ESOL article* – Salinas, C., Franquiz, M. & Guberman, S. (2006). Introducing Historical Thinking to Second Language Learners: Exploring What Students Know and What They Want to Know. *The Social Studies*. 203-207.

© A variety of social studies related children's books

© Other appropriate readings provided by the instructor

© Various online resources- **[www.teachsocialstudies.wikispaces.com](http://www.teachsocialstudies.wikispaces.com)**

If you are unfamiliar with wikis, please take the tour at <http://www.wikispaces.com/site/tour>

### Other materials:

- One 1 ½ inch three ring binder for custom textbook
- One pocket folder for point sheet/schedule, homework and submission of assignments  
(to be kept by instructor after each class)
- Various materials for projects/Unit Plan – TBD

### Academic Course Assignments

PLEASE review all work prior to submission for mechanical and grammatical errors. Multiple errors will result in the loss of a letter grade for that assignment! All assignments must be completed/submitted in order to pass the course!

**Readings/HW Sheets/LiveText/Attendance/Participation (25 points):** All course readings **must be done prior** to each class meeting. Information related to the readings will be addressed through homework sheets and class activities. I recommend that you document your thoughts and understandings of the textbook readings by taking notes. Students will use homework sheets/readings to participate in partner/class discussions. The point sheet/schedule and homework sheets will be used to document attendance and monitor student participation and learning on a weekly basis. **Failure to submit your LiveText Key Assignment ON TIME (noted below) will have a negative effect on your participation grade in this course.**

**Journal Article Review/ESOL (10 points):** *ESOL standards: 2, 7*

#### **LiveText KEY Assignment (see rubric below)**

Read: *Introducing Historical Thinking to Second Language Learners: Exploring What Students Know and What They Want to Know* by Salinas, Franquiz & Guberman (found on wiki site)

Then using the 3R format review the required reading (no more than 2 pages in length; DS). First, you should REACT to the article. This requires you to agree or disagree, at least in part, to the author's main points. You should base this reaction on your personal and practical experiences as well as, adherence to and valuing of the tenets of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. (**see rubric in custom text appendix**) Second, you should discuss the RELEVANCE of the reading to social studies instruction. Finally, you should discuss how the reading will affect your practice as a classroom teacher (RESPONSIBILITY), specifically in regards to approaches taken with ESOL students while naturally considering your ethical responsibility to educate all of your students.

	DEMONSTRATED	NOT DEMONSTRATED
<b>Ethics FEAP 6</b>	<ul style="list-style-type: none"><li>Personal responses are clear, well-reasoned, tied into the author's ideas and demonstrate reflective thinking.</li><li><b>Responses SPECIFICALLY note ethical responsibility and adherence to the Code of Ethics and Principles of Professional Conduct.</b></li><li>The response includes relevance to social studies instruction and the ELL.</li><li>Classroom application is noted in a thoughtful manner.</li><li>The response is free of error.</li></ul>	<ul style="list-style-type: none"><li>Personal responses are not clear, well-reasoned or tied into the author's ideas, and do not demonstrate reflective thinking.</li><li>Responses do not note ethical responsibility or adherence to the Code of Ethics and Principles of Professional Conduct.</li><li>The response does not include relevance to social studies instruction or the ELL.</li><li>Classroom applications are not noted or are not well thought out.</li><li>The response contains multiple errors.</li></ul>

**History Through a Child's Eyes Interview (10 points):** Effective instruction builds on a student's prior knowledge and experience. Find a student between the ages of 7-11 (approximately 1<sup>st</sup>-5<sup>th</sup> grade) and complete Parts I and II of the HTCE Interview to glean insight into what they know about important social studies concepts and historical periods/events. Take detailed notes during your interview experience. Word process your notes, completing the provided form and attach the sample photos/copies used in the interview process. Be ready to share your findings with a classmate and submit the assignment on the due date.

**Artifact "Bag"/Internet Search/Literature List (10 points):** Focusing on the central social studies theme or topic chosen for your 5 day Integrated Thematic Unit Plan, locate:

- three artifacts/artifakes, images, video clips, photographs, etc. (2/3 tangible artifacts must be included with a description of the item written on the back). For in class purposes, bring a small "bag" with your artifacts inside, to share with a small group. Be ready to explain how these artifacts *could* be used to introduce/teach necessary concepts to students and ideas for how you would use them in your unit plan to entice, motivate, and educate your students!
- three internet sites (3 total) that will enhance your knowledge of the subject area and/or be of use to your future students. Compile the sites on one typed page. Include the **name of site, website address** and a **brief summary** of what the site provided.
- four books (*this could include the use of other multiple media materials like DVD's*) that could be used in your unit to provide knowledge to you and your students in this content area: include the **title, the author**, and a **brief summary** of the book. Add these resources to the typed page you began for the internet search. Be sure to choose books from a variety of genre which should include but not be limited to historical fiction, nonfiction, and biography.

On the due date, bring the hard copy of the internet search/literature list assignment along with your artifact "bag" for a small group sharing session. Later, upload your artifacts/internet search/literature list to your group's WIKI, being sure to identify your artifacts with a personal name header! (*Further explanation will take place in class.*)

### **Integrated Thematic Unit Plan Group Project (Final) (25 points):**

*ESOL standards: 6, 12, 14, 16, 18, 20*

After an in class study of the various standards and themes needing to be taught to Elementary age students in the area of social studies, students will group together in cooperative grade level groups (4-5 members), to create an integrated thematic unit. The "group" part of this project is meant to simulate that of team planning sessions that you will become a part of once you enter the field of education. It is my expectation that all members of the group pull their own weight in order to foster the positive work environment needed on grade level teams! *Individuals not doing so, will receive less credit than others who worked cooperatively and equitably with the group to produce an outstanding final product that could be used by many, once in the education field.* Each group will be required to create a WIKI (collaborative website) in order to facilitate information exchange and ultimately, a 5 day cohesive unit plan. This WIKI will include the following pages: Home, Design for Instruction, 1. Artifacts, 2. Internet Sites, 3. Literature List, 4. Five Day Unit Plan. Use and submit the Design for Instruction Sheet to outline your unit plan. The 5 day integrated social studies unit should include but not be limited to: use of lesson plan template provided, portfolio/class book type sample (samples will be shared in class), read alouds, shared reading (K-2), BDA reading strategies, integrated language arts related activities- reading, writing, listening, speaking, visually representing, music/movement/art, cooperative groups, independent work, partner/buddy reading, peer response/editing, literature circles, group (inquiry) investigations, technology, centers, etc. Print **one** hard copy of your 5 day plan (with necessary samples) and upload all components (noted in above assignments) of the unit plan to

your group's WIKI. You will present in PROFESSIONAL DRESS, your unit plan using your WIKI site, sample artifacts, books, portfolio/class book samples, etc. Professional dress is **REQUIRED** for this presentation. *(Further explanation will take place in class and will be provided via the Unit Plan Rubric.)*

**Required/Choice Assignments:**

*Choose from the following activities to equal a possible (maximum) 10 points. If you would like to attend more than one event, select one to submit for a grade.*

**History Center Field Trip (10 points):** Attend the History Center Field Trip, October 17, 2011. Arrive on time, pay admission (\$5), sign in, stay for the entire time period and ENJOY THE LEARNING EXPERIENCE!

**ISSS Professional Organization Membership (10 points):**

Become a member of The International Society for the Social Studies (ISSS). ISSS costs \$35.00 for students. Applications are available at [www.TheISSS.org](http://www.TheISSS.org). Students will be expected to provide a copy of their membership letter by the due date provided by the instructor.

**Florida Reading Association (FRA) Conference (10 points):** Attend FRA on Friday, September 9, 2010 or Saturday, September 10, 2011 at Shingle Creek Resort in Orlando. Attend a minimum of 2 sessions and **browse the vendor area** to glean insight into the educational materials available to educators. Write a one page 3R reflection about the sessions you attended and vendor area experience. Attach name badge/handouts received at the sessions attended to the reflection. Submit to the instructor on the due date.

*Note: There is a fee to attend this event. If interested, consult the following website: [www.flreads.org](http://www.flreads.org)*

**H.A.P.P.Y Hour Session (5 points each):** Attend two of the many H.A.P.P.Y hour sessions being provided by various faculty and local area teachers this semester. Write a one page reflection for each session and include any handouts received at the session s. Please see the HAPPY Hour website for a detailed schedule of upcoming workshops. <http://education.ucf.edu/happyhour>

**Evaluation and Grading System**

Points will be assigned as outlined in the Course Requirements section/Point Sheet Schedule. My goal is for everyone in this class to perform at outstanding levels and earn an A. **If you come to class, do the work, participate in class activities and hold high standards for yourself and the profession this should not be a problem.**

The final grade for the course is based on the following criteria (+/- grading scale):

94%-100% = A (Extraordinary work, one or no absences, extra effort on all assignments, outstanding professionalism)

90%-93% = A- (Very good work, one or more absences or tardies, some extra effort, consistent professionalism)

87%-89% = B+ (Very good work, more than one absence or numerous tardies, some extra effort, consistent professionalism)

84%-86% = B (Very good work, multiple absences or tardies, consistent professionalism)

80%-83% = B- (Good work, multiple absences or tardies, average professionalism)

77%-79% = C+ (Average work, multiple absences or tardies, average professionalism)

74%-76% = C (Average work, absences, tardies, average effort, average professionalism)

70%-73% = C- (Below average work, absences, tardies, below average effort, below average professionalism)

Because I believe children deserve better than below average teachers, no grades of D will be assigned.

BELOW 70% = F

**Please note:**



- **Format:** Unless otherwise noted, all written assignments must be word-processed and professionally presented.
- **Quality:** Work is expected to be thoughtful, reflective and of high quality in terms of both content and presentation. Work that does not meet the established criteria will be noted and will not receive full credit. This may result in a lowered grade.
- **Timeliness:** All assignments are expected to be handed in on time, in your folder on the day on which the assignment is due. Assignments turned in later than this, but prior to the next weekly class period, will lose points.
- **Completion of Assignments:** Students must complete **all** of the required assignments in order to receive a passing grade in the course.
- **Policy Regarding Attendance, Participation, and Administrative Requirements:** You are enrolled in the Elementary Education program because you are preparing for the profession of teaching children. You will touch the lives of many children throughout your career. The transition from being a student to becoming a teacher begins by approaching courses in a professional and responsible manner. Pre-service teachers do not look at teacher education courses with the purpose of “getting a good grade” or “getting by.” It is expected that each of you will demonstrate interest, enthusiasm, and professionalism in all your courses. Two key components of professionalism are attendance and participation. You will be assessed with regard to these. There are no excused absences. You may miss one class for any reason. Each absence beyond this one will result in a loss of points/letter grade. **MULTIPLE ABSENCES COULD RESULT IN COURSE FAILURE!** Chronically arriving late and/or leaving prior to the end of the class will reflect as an absence. Students who disrupt the class process by repeatedly leaving and returning to class, chatting with neighbors, doing work not related to the class or sleeping may also have the final letter grade reduced. **I believe that you are dedicated to becoming the best teacher possible and to that end, this component will not become an issue for you. \* Again missing three or more classes will result in loss of all attendance/participation points and may result it course failure.**
- According to UCF **Golden Rule** guidelines, academic dishonestly/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Such behavior is also a violation of the College of Education’s Professional Code of Conduct.
- **Make up Exam Policy:** Students should contact their professor as soon as possible if circumstances beyond their control mandate that they are not available for exams. Students and professors will work together to find a time and arrangements that are agreeable to both parties.
- **Students with Disabilities:** The University of Central Florida is committed to providing reasonable accommodations or all persons with disabilities. **Students with disabilities** who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Student who need accommodations must be registered with Student Disability Services, Student Resources Center Room 132, phone 407-823-2371, TTY/TDD only phone 407-823-2116, before requesting accommodations from the professor.
- **Code of Professional Conduct:**  
<http://www.education.ucf.edu/docs/accreditation/CEDCodeofProfessionalConduct.pdf>
- **College of Education Conceptual Framework:**  
<http://www.education.ucf.edu/ConceptFramework.cfm>
- **This course will include Z Grades for academic dishonesty when applicable:** <http://z.ucf.edu/>

**Course Title & Number: SSE 3312 Teaching Social Studies in Elementary School**

<i>Teaching Strategies Used:</i> Classify, categories X Compare and contrast X Cooperative learning X Jigsaw X Experiments Flow charts Games X Identify main ideas and vocabulary X Illustrations X Maps X	Outlines Peer tutoring Predict X Problem solving X Role play, simulations X Researching X Repetition/rephrasing Show patterns Small groups X Summarize Time lines X	Use student’s experiences X Continuums Overheads X Corners Numbered heads together Think, pair, share Debate X Brainstorming X K-W-L X Field experience Free writing	Language experience approach Interactive language tasks Learning log X Mini-museums Models Predict, observe, explain Reflective thinking X Laboratory investigations Reading logs Venn diagrams X Consequence diagram
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Concept Mapping	Thematic approach X	Graphic organizers X	Group reading
ESOL Performance Standards addressed in course			
14 & 18  6, 12, 15, 16,20  2, 7	<p><b>Related Course Objectives</b></p> <p>1. To understand that social studies learning is a constructive process grounded in the integration of knowledge, skills, and values which are necessary for the development of good citizens.</p> <p>2. To effectively develop and implement social studies instruction and properly assess student learning.</p> <p>6. To access and utilize the literature related to social studies teaching and learning.</p>		
2, 7  6, 12, 14, 15, 16, 18, 20	<p><b>Related Readings, Class Activities, &amp; Assignments</b></p> <p><u>Journal Article Review</u>  <b>Provided by instructor:</b> <i>Introducing Historical Thinking to Second Language Learners: Exploring What Students Know and What They Want to Know</i> by Salinas, Franquiz &amp; Guberman</p> <p><u>Unit Plan:</u>  Each participant will develop a unit plan that includes sequential lessons based on multiple curriculum themes in the elementary social studies. This unit plan is to furnish you with initial experiences related to social studies planning, instruction, and assessment . This activity will address ESOL Standard 6, 12, 14, 15, 16, 18 and 20.</p>		
6, 12, 14, 15, 16, 18, 20	<p><u>Unit Plan</u>  Each participant will develop one lesson pertaining to elementary social studies. The lesson will be the first lesson in your unit plan. The lesson should focus on any one or more of the NCSS Curriculum Themes. Your written Lesson Plan should include (lesson plan template provided by instructor):</p> <p>1. Identification of your subject and audience - Identify the NCSS content/themes to be covered in your lesson as well as an appropriate grade level.</p> <p>2. Rationale - Justify why this lesson is a necessary element of the curriculum. This should be focused on the development of good citizens. Why do you feel these are necessary skills and values to teach in Social Studies?</p> <p>3. Goals/Objective statement - This should focus on the specific knowledge, skills, and values which are to be learned from this lesson. Base the goals/objective <u>Unit Plan</u>  Each participant will develop one lesson pertaining to elementary social studies. The lesson will be the first lesson in your unit plan. The lesson should focus on any one or more of the NCSS Curriculum Themes. Your written Lesson Plan should include:</p> <p>1. Identification of your subject and audience - Identify the NCSS content/themes to be covered in your lesson as well as an appropriate grade level. Take into consideration necessary adaptations need for LEP students.</p> <p>2. Rationale - Justify why this lesson is a necessary element of the curriculum. This should be focused on the development of good citizens. Why do you feel these are necessary skills and values to teach in Social Studies?</p> <p>3. Goals/Objective statement - This should focus on the specific knowledge, skills, and values which are to be learned from this lesson. Base the goals/objective statement on the learning perspective of the student - not the instructional perspective of the teacher. In addition, these objectives are what you will assess as a result of the lesson. Therefore, the statement needs to be specific.</p> <p>4. Correlation with Sunshine State Standards, District Curriculum Standards- <u>identify and list</u> which standards/performance expectations are supported by the lesson. Be specific.</p> <p>5. Procedures - Instructional procedures; step by step; Should include motivation/anticipatory set at beginning of procedures. Please number procedures. What strategies will you include for ESOL students?</p> <p>6. Assessment - Briefly identify the formal/informal strategies to be employed to determine if objectives were satisfied.</p>		